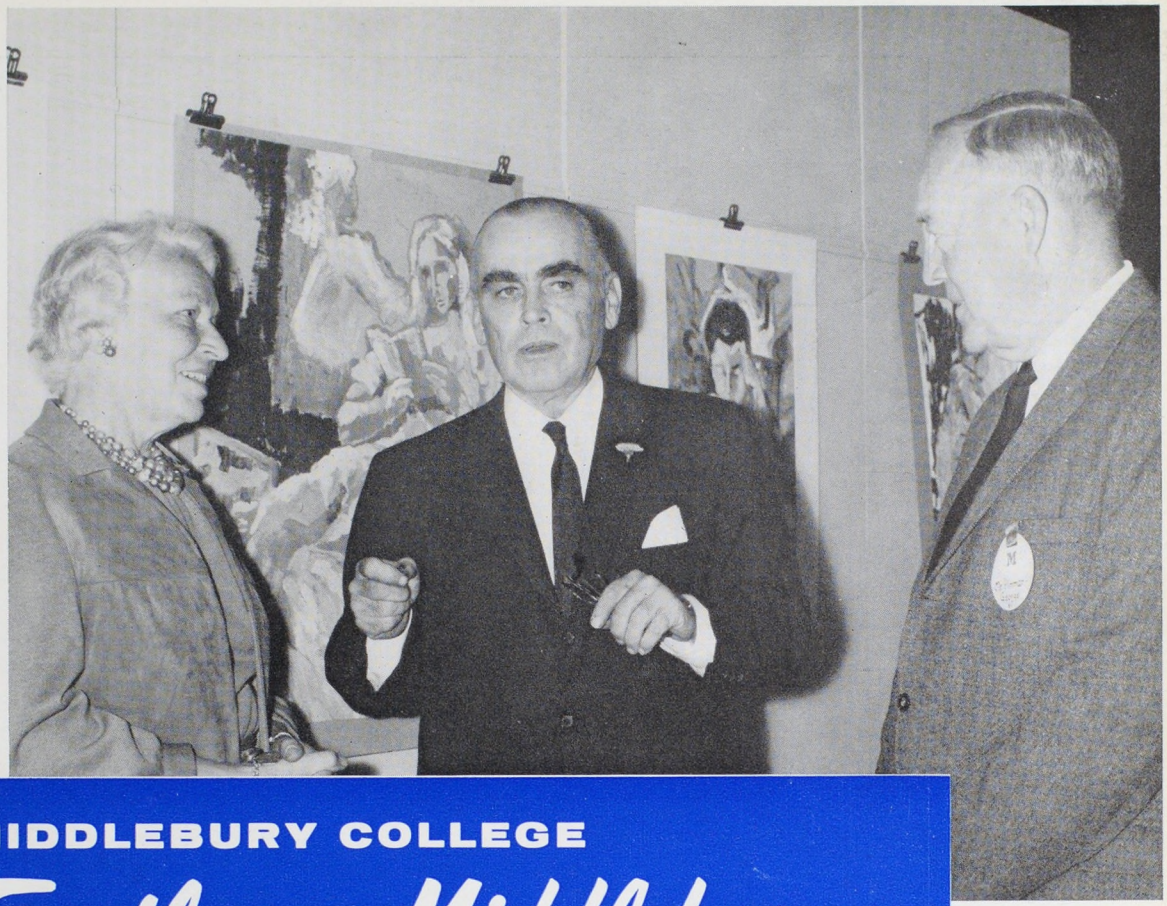
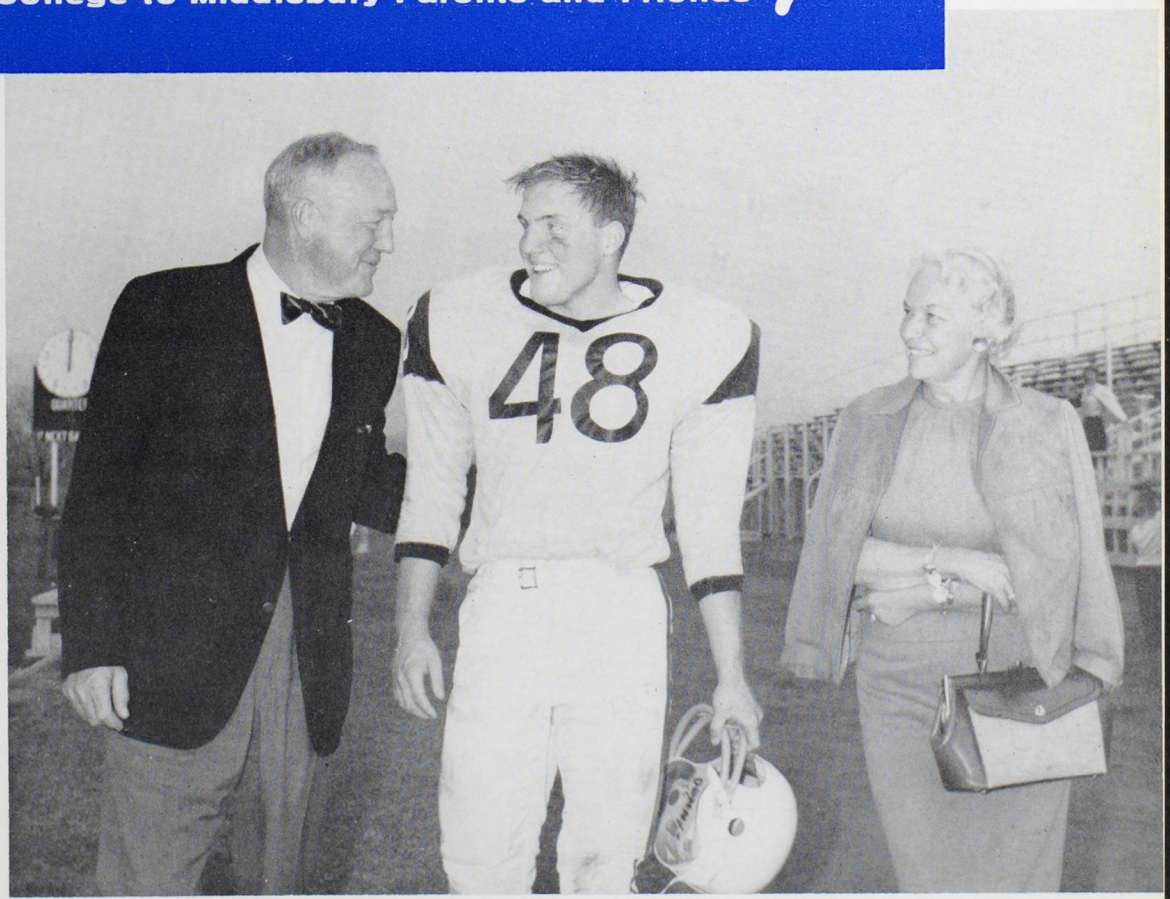
AUTUMN
1963



MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends



Registration was held in Redfield Proctor Hall. Here Mr. and Mrs. Hinman receive tickets and information on weekend activities from Gordon C. Perine, Director of Alumni Relations.

Saturday morning Mr. and Mrs. Hinman joined with many other parents in attending classes.

The Hinmans pause in their tour of the new Arthur M. Brown Swimmi Pool to discuss the facility with Mr. and Mrs. Stuart Sherman of Prov dence, R. I., parents of Nancy Sherman, '65.

1963 Parents' Weekend

More than a thousand parents visited the College this fall for the Eighth Annual Parents' Weekend. Among the parents arriving early on the campus were Mr. and Mrs. George Hinman of Port Washington, N.Y. As we follow Mr. and Mrs. Hinman and their son George, Jr., of the Class of 1967 in pictures through the weekend we get a glimpse of the experiences of all fathers and mothers during Parents' Weekend at Middlebury.

For parents of upperclassmen it was a homecoming, while for the parents of the members of the Class of 1967 it was a new experience. The weekend's schedule of activities offered a well balanced program of cultural, athletic and social activities.

On the cover, Professor Arthur K. D. Healy of the Fine Arts Department explains a picture to Mr. and Mrs. Hinman at the Saturday morning exhibit at Carr Hall. The cover also shows a picture of the Hinmans greeting their son, a freshman halfback, following a tough game with the Amherst freshmen.

Like many other parents, the Hinmans, in touring the Egbert Starr Library, visited the Robert Frost Room to see one of the finest collections of Frostiana in the country.

President Armstrong, attending his first Parents Weekend at the College, expressed pleasure for the opportunity to meet so many parents. Here Mr. and Mrs. Hinman stop to chat with Dr. Armstrong at the Student—Faculty Art Exhibit at Carr Hall.

Photos by Max Peterson

Following a busy Saturday morning, the Hinmans joined with other parents for lunch in the Memorial Field House. President Armstrong, in a short talk following the lunch, stressed the fact that the "quality of the teacher is the touchstone of the quality of education." An afternoon football game, played on a perfect fall sunny afternoon at Porter Field with Bates College, was followed in the evening by a play—"The Importance of Being Earnest," by Oscar Wilde—at the Wright Memorial Theatre.

An editorial in the October 24 issue of the Campus, student newspaper, commented: "It has become more and more evident as the weeks roll by that Middlebury's new president has captured the hearts of his students, faculty, fellow administrators, and as of last weekend, parents as well. Whether it be his warm personality, his deep interest in individual students and faculty members, or his desire to know every nook and cranny of the Middlebury Community, Dr. Armstrong has lost no time in making evident his desire to improve the College in every respect."

The new ski trail being constructed to serve the second Poma Lift which is now being installed at the Snow Bowl has been named the Lang Trail in honor of Fred P. Lang, '17, who has been a member of the Board of Trustees since 1940, Chairman of the Finance Committee since 1949, and Treasurer since 1952; and was awarded the Alumni Plaque in June 1949. He and Mrs. Lang (Mildred Dickerson Lusk, '15) are the parents of Janet Lang Krumm, '41, and, in addition to their many other benefactions to Middlebury, have established a Memorial Scholarship and the Fred Davis Lang Memorial Field in memory of their son.

Middlebury's oldest graduate is dead. Charles N. Pray, '90, retired Federal Judge and Dean of the U. S. District Judges, respected throughout the West for his distinquished service as a jurist, died at the age of 95 at his home in Great Falls, Montana. As a U. S. Representative from Montana he led the campaign which resulted in Glacier being created as a national park in 1910. The College's oldest living Alumni now are: Dr. Bernis D. Colby, '92, of Brandon, Vt. – he was 93 last July; and, Annah Bell Sheldon Sturtevant, '92, of Leominster, Mass. – she was 93 last March.

Forethought was shown in the construction of the College's new swimming pool when a connection was placed at the south side of the building making available the contents of the pool – more than 200,000 gallons of water – as a secondary supply in case of fire. This reserve supply of water is also tied into the boiler plant so that if the Town's water supply should fail the College's heating system could be maintained.

President Armstrong recently received a check of $2,000 from Sperry & Hutchinson Company for a program developed by the College's Department of Economics to be known as the Sperry & Hutchinson Company's lecture series.

Your Family and Middlebury

Vol. 8, No. 1 — George H. Huban, *Editor* — Fall 1963

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PROFESSOR REYNOLDS, HEAD OF THE DEPARTMENT OF HISTORY

IS INTERVIEWED BY
YOUR FAMILY AND MIDDLEBURY ON . . .

THE NEW HISTORY CURRICULUM

Q. In the spring of 1962 the History Department came before the Faculty and received permission to change several courses in the departmental offerings and also to institute an entirely new program for upperclass History majors including pro-seminars for juniors, a junior Comprehensive Examination and a special program of Independent Study permitting certain seniors to complete the college independent Study requirement with a Senior Thesis. What factors in the educational scene made you and the other members of the History Department develop the new curriculum?

A. All departments I am sure have a continuing process of evaluating their offerings, adjusting them to meet the changing needs of students as well as to take full advantage of the best skills of the members of the Department. In this sense the changes brought about in the spring of '62 were no different from other changes in departmental offerings which have been made over the past half dozen years. In this particular change, however, the Department felt that a number of new factors in the educational picture required a more searching analysis of the total offerings of the Department than had recently been made.

Three factors were paramount in the minds of the members of the Department in analyzing the need for a new History curriculum. One of these was the steadily increasing amount of knowledge, at what used to be considered the college freshman level, brought to college by entering students in both the areas of American History and General European History. Second, since the purpose of any major is to permit an undergraduate to come to grips with a particular discipline and to learn the possibilities and problems of that discipline well, there must exist within the departmental offerings the opportunity for a student to study some particular area of History in depth and at the same time involve himself thoroughly in the techniques of historical method. Third, it had become obvious that an increasing number of History majors were moving on to do graduate work in either History, some other liberal arts discipline or law. This required the Department to develop a major which would not only satisfy fully the needs of a student, who intended to complete his formal education with an A.B. in History, but also to satisfy those graduates in History who were moving on to further study of a formal nature. The number of people in this latter category has exceeded over 50% of departmental graduates in the last five years.

Q. How did the Department go about drawing up a new curriculum?

A. During the year 1961–62 all the members of the Department met regularly once a week. In the late fall and winter an attempt was made to isolate the factors which seemed to indicate the need for a change in the Departmental offerings and during the winter and spring a tentative program was fashioned to meet these needs. During this period various members of the Department undertook to familiarize themselves with the work being carried on in other institutions in the country but the eventual program was designed to fit our particular needs and does not follow to our knowledge exactly what anybody else is doing.

Q. What are the principle features of the new program?

A. The principle features of the new program consist of revised offerings in first year courses in both American and European History, in a revised Junior Year Program for History majors and in a modified Independent Study Program for seniors.

Q. Is it possible to tell us in a few words what the nature of the change in the freshman program is?

A. Probably not, but it can best be described as an attempt to take into full consideration the fact that secondary school students are now receiving excellent instruction on the whole in both American and European History. Starting with the freshman course in European History, therefore, the Department attempted to design a course which would challenge the incoming freshmen by opening up new material presumably not studied before while at the same time providing certain features of the course which would permit the student with a minimum of advanced training to make up his deficiency on his own. The attempt was also made to

insure that students who had completed relatively advanced work in secondary school would be required to retain it during the course of the new freshman year program.

In actual fact the new course for freshmen in European History was an adaptation of the course formerly taught by Mr. Tillinghast in the Department at roughly the junior level called "European Intellectual History." The course was broadened and extended in time coverage and given a new bibliography consisting largely of paperbound books easily available at relatively low cost to students. By stressing the development of ideas in European History and minimizing chronology and the normal narrative approach to European the Department hoped to involve freshmen students in a newer and richer level of intellectual experience. At the same time provision is made in the course, through a testing program, to insure that students keep up on their own with the basic narrative material of European History.

Q. In general has the experiment been successful?

A. While the new course has only been in operation one year and final evaluation should therefore be delayed, it seems that the plan is working well. The Department called on Mr. Tillinghast to work out the details of the syllabus and to teach the course and our evaluation to date is that it was a very successful year. In the light of the experience of that year certain changes in emphasis and in reading material have been made and are being put into effect by Mr. McKim Steele who is in charge of the course during Professor Tillinghast's current sabbatical. The course is taught in two lectures a week plus a preceptorial section where the entire class is broken down into small groups for more personal instruction. Mr. Steele lectures in the course while Mr. Charles Warner and Miss Ann Pottinger assist in the conduct of the preceptorials. The same general changes have now been carried out in History 22, the Department's basic offering in American History.

Q. What is the revised junior year program for History majors which you spoke of?

A. Before I speak about the revised junior year, it is necessary to understand the changes in the work of the senior year for History majors which we have brought about since the work now required in the junior year was designed primarily to prepare students for the senior year program.

Following the lead of the college Educational Policy Committee, the History Department in 1959 and 1960 converted History 60, its old comprehensive course, into History 40, a required course for seniors. They then added a program of Independent Study leading to a Comprehensive Examination at the end of senior year. History majors might choose at the beginning of their senior year areas of concentration, such as European History, American History or non-Western History, and prepare themselves for their Comprehensive Exam by reviewing their work in the Department and by making use of a special bibliography prepared for them in each field. While the Department had some success with this program it was felt that it prevented senior undergraduates from coming to grips with the real problems of historical research. This was emphasized by the fact that under the program requiring a Comprehensive Examination the number of History majors selecting to do honors work in History began to decline.

Under the new program, developed in our meetings during 1961–62, all History majors would take a preliminary Comprehensive Exam at the end of their junior year, the results of which would not appear permanently on their record but would be used by the Department to determine whether each student might be eligible for writing and defending a Senior Thesis in lieu of the normal Comprehensive Examination and Independent Study described above. Those who were not selected on the basis of past performance, or who did not wish to write a Senior Thesis, would be permitted to complete the major in the old way by informing themselves through Independent Study in conjunction with a selected reading list and taking a Comprehensive Examination in their field at the end of their senior year.

It was hoped that this might provide the majority of undergraduate History majors, who intended to do graduate work, with the opportunity of coming to grips with the realities of historical research as well as providing for more capable students an unusual outlet for creativity and productivity regardless of whether they were going on to further graduate training. History 40, the senior seminar in Philosophy of History, was continued as a required senior course.

Q. What were the developments you spoke of in the junior year which were designed to prepare seniors for this program?

A. The final innovation in the new History program was the creation of a series of one-semester pro-seminars one of which each History major must take in each semester of his junior year.

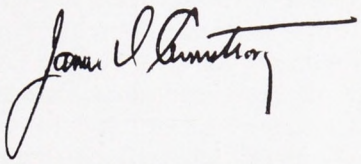
Broadly speaking these courses were designated "Studies in American History," numbered History 30, and "Studies in European History," numbered History 31. Under each of these headings the Department established not less than four and not more than six individual one-semester courses concentrating on relatively short periods of His- *(Please turn to page 16)*

The Quest to Know

What appears below is the substance of my address to the Freshman Convocation on Sunday, 15 September. Since this was my first opportunity to speak publicly to the College community, I considered for some time how to frame my remarks, what audience to address. The Faculty? The Alumni? The Students?

You will see that I chose to speak directly to the Freshmen—to the students. By this choice I hope to suggest as the hallmark of my outlook that what happens to the student at Middlebury is what ultimately counts the most. This view will not be lost in the councils of deliberation as we look to our needs and plan for the future.

I have omitted the preamble and curtailed some of the "repetition for emphasis." Otherwise the basic text is not altered.



I HAVE no doubt that despite the best effort of Jean Waller who heads Mortar Board and Donald Elmore who heads Blue Key, of the Dean of Men and the Dean of Women, the Faculty Counselors, you may have some misgivings right now about the whole business of "going to college." To begin with, Middlebury will be strange, perhaps disconcerting to you in the next few weeks. New demands, with apparently little explanation, will be made upon you, and you will get a first hand taste of the loneliness which comes with enlarged freedom and independence. I suspect that you may begin to feel uneasy and perplexed. And, indeed, if you are in no way disturbed, in no way unsettled by your new environment, this is a danger signal that something is awry. Rest assured that in one sense the dust will settle, and you will soon feel less new, less awkward as you come to meet the conditions of college, the greater demands. In another sense, I most earnestly hope that you will not settle down with the dust, into routine with its dangers of intellectual lethargy and staleness, but that you will set out upon a search, an exploration, a quest—a quest to know.

The planning for the exploration has been long—some 17 or 18 years; the preparations measured by our admissions standards are excellent, and you are in the staging area. In kinship now with that host of explorers who have gone before you, of men and women who have wanted to know and of whom Homer's Odysseus stands as the prototype for Western man, you like him are ready "to seek, to strive, to find and not to yield."

Now in the time which remains to me let me try to speak somewhat of the nature of a liberal arts education. This is a phrase which touches the sources of life, the mainspring of being, for a college such as Middlebury. The concept involved is simple and yet, upon scrutiny, profoundly complex. To begin with a working definition—think of the liberal arts as Cicero did in his *De Officiis* i.e. those things which are worthy of free men and women; what he had in mind is what we today would call, broadly speaking, the liberal arts and sciences of the modern college curriculum. These have as their end not facts but a thinking mind, a mind freed from narrowness and ignorance and provincialism, a a mind increasingly aware of its powers and its limitations. The liberal arts are at the same time a source of *restraint* from excess and *release* to freedom. Once you have set out upon the journey into this land, you can never turn back; curiosity will be fostered, your powers of perception and insight will be increased. Hence, liberal education is *not* designed to prepare you for *a* vocation but for the life of any vocation. It is to ready the ground to bear fruit; it is to card and spin the wool before the rug is woven. Do not worry too much about your vocation; do not try to tot up the values here involved—they are qualitative, not quantitative.

COLLEGES of the liberal arts and sciences—and Middlebury is one of these—direct their primary attention to people, to people who seek to know rather than to knowledge itself, per se. It is the wedding of these two—knowledge with human beings and human beings with knowledge which molds the very shape and character of the true college of the arts and sciences. Knowledge for life's sake—knowledge for living—knowledge in the widest sense that all knowledge is ultimately related, is ultimately one:

What is good and what is true and what is—so far as it can be known by men.

Hence, the role of the teacher, of the faculty at Middlebury is paramount. Students and faculty together—this makes for a college and the college derives its very being from man's desire to know. Plato, the pupil of Socrates, the lover of wisdom, put it this way, "the unexamined life is not worth living": this catches the spirit of inquiry, of curiosity, of an exciting sense of adventure which has inspired across the ages, sometimes against appalling odds, the schools, the colleges and universities of the world.

Now, I'm not going to try to explore further in abstract terms today just what I mean by the phrase "liberal arts" and how a study of the liberal arts bears upon your life work. There will be other occasions for this. Rather I thought I might tell you what I used to tell my students in my Freshman Greek Literature course, for from this you may catch a glimpse of what is expected of you.

First, we do not put a high value on information per se, information for information's sake. This is the sort of thing that belongs to the man who knows many things and understands none of them. Second, we do not believe in the "school solution," i.e., the approved solution to problems of interpretation and understanding. Thus, you will not find easy ready-made answers nor do we have neatly packaged solutions to all the questions you will raise, to say nothing of the questions we shall raise. We do hope to give you some equipment to arrive at your own view, to make your own evaluations. We hope to help you to cultivate an inquiring mind without any promise of a special pipeline into the blue. "Education," said Alfred North Whitehead, "is the acquisition of the art of the utilization of knowledge."—that is, to go beyond inert facts to interpretation and understanding. Our frame of mind will be one of inquiry, criticism, discourse, thinking—quite the very opposite of that notorious judge who "was never in doubt but always wrong."

I am reminded of a passage in Dickens' *Hard Times* which A. Whitney Griswold cited in a delightful speech on "The Practical Value of a Liberal Education." Dickens is having fun satirizing those who confuse the learning of facts with education itself. The scene is the classroom; the teacher, if one may so honor Mr. Gradgrind with that title, the teacher is before his students:

"Bitzer," said Thomas Gradgrind, "your definition of a horse."

"Quadruped. Gramnivorous, Forty teeth, namely twenty-four grinders, four eye-teeth and twelve incisors. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth. Thus (and much more) Bitzer."

"Very well," said this gentleman, briskly smiling, and folding his arms. "That's a horse. Now let me ask you girls and boys, would you paper a room with representations of horses?"

After a pause, one half the children cried in chorus "Yes, sir."

Upon which the other half, seeing in the gentleman's face that yes was wrong, cried out in a chorus, "No, Sir,"—as the custom is in these examinations.

"Of course, No. Why wouldn't you?"

A PAUSE. One corpulent slow boy, with a wheezy manner of breathing, ventured the answer: Because he wouldn't paper a room at all, but would paint it.

"You must paper it," said the gentleman, rather warmly.

"You must paper it," said Thomas Gradgrind, "whether you like it or not. Don't tell us you wouldn't paper it. What do you mean, boy?"

"I'll explain to you then," said the gentleman, after another and a dismal pause, "why you wouldn't paper a room with representations of horses. Do you ever see horses walking up and down the side of rooms in reality?—in fact? Do you?"

"Yes, Sir," from one half. "No, Sir," from the other.

"Of course, No," said the gentleman, with an indignant look at the wrong half. "Why, then, you are not to see anywhere, what you don't see in fact; you are not to have anywhere, what you don't have in fact. What is called Taste is only another name for Fact."

This is a travesty of the teaching profession; it illustrates with the blunt strokes of Dickensian satire the failure of the "fact" factory.

You all remember that fine old nursery rhyme—

> Pussy cat, pussy cat where have you been?
> I've been to London to visit the Queen
> Pussy cat, pussy cat what did you there?
> I frightened a little mouse under the chair.

Amid the splendors of the court—of the great opportunities there—the cat sees only the mouse, i.e. here is a limited interest and narrow perspective. You will want to open your eyes, raise your sights and broaden the range of your interest. In a sense your vision will be conditioned by what you look for.

This then is your quest—the quest to know and understand, to think independently and to wonder at the infinite possibilities of the human being. And therefore I say to you—aim high in hope and work, remembering that there is great nobility in both.

MIDDLEBURY IN THE Peace Corps

THE PEACE CORPS was created two years ago at a time when many Americans thought that our country could no longer produce citizens with the pioneering spirit that rolled back our western frontiers. The Peace Corps issued a call for men and women who had the same self-reliance, initiative and independence that conquered those frontiers. Many Americans responded to the challenge proving that the spirit of America is not dead. More than 5000 Peace Corps Volunteers are today creating their own history as teachers, technicians, community developers and goodwill ambassadors in forty-five nations scattered throughout Africa, the Far East, Latin America, the Near East, and South East.

These young people live and work, usually for two years, in locations which for them are only places on the map, or in some cases countries too new for the map. The volunteers are not heroes. Nothing irritates them more than to read glowing accounts of their "success," when in reality they most often face frustrating delays and painfully slow progress. But they are of the same stock that molded the American spirit. In this volunteer group are sixteen Middlebury men and women serving in different countries (see map). Irene Bristol, '62, recently joined the Peace Corps and has not yet been assigned.

In important posts at Peace Corps headquarters in Washington, D.C., are, William G. Craig, '37, Assistant to the Director, and Miss Alyce M. Kelly, '57, Assistant in Charge of Testing Programs.

LET Volunteer William Dalsimer, '62, a teacher in Abidjan, Ivory Coast, describe what he feels are some of the dividends of the Peace Corps: "The first flurry of public skepticism of the Peace Corps was followed by unrealistically glowing accounts of Volunteers' contributions. Finally, we are beginning to read accurate evaluations of the program in the responsible press. The same mistake, i.e. unrealistic appraisals, has been made about the benefits to be derived from those volunteers who are now and will soon be returning to the United States. Since alumni are always interested in what dividends they receive on their investments, I would like to give my impressions

of what Peace Corps service will mean to the individual volunteer and to his society.

"The individual and the United States stand to profit more than any recipient country in which there is a Peace Corps program. I have, for example, learned more French than my students have learned English. I have learned more about the Ivory Coast and West Africa than my students have about New York and the United States. I have learned more about teaching than my students have about being taught. Thus, the obvious benefits for the individual who has spent two years abroad are a useful language, knowledge of an area, its people and customs, their aspirations and abilities. This little knowledge, this small amount of understanding, this greater awareness have been gained from first-hand experience, which, in turn, has been enriched through continuous study of books and other documents on the area or country.

"My Peace Corps service is a continuation of my liberal arts education. The nine weeks of Peace Corps training at the University of Wisconsin and the first year in the Ivory Coast have made me very aware that one's education never ends, but rather gains momentum as one broadens his experiences. With exposure to a foreign culture, one is daily challenged by new questions to be considered, and the process by which one meets these questions quickens one's intellectual curiosity and desire to learn.

"We have witnessed, for example, political arrests and treason trials this past year. I have been in public transports which have been stopped and each passenger forced to buy a Party ticket. The Ivory Coast generally receives favorable publicity in the United States, though Ghana does not. How does one explain the differences in publicity accorded them when their internal politics, i.e. the one party system, have so much in common?

"Living in a foreign culture brings many things under close scrutiny and judgment, things not only particular to the foreign cultures but also to your own. I vividly remember one particularly shocking and provocative incident. I had gone to see the film "Two Women." Some of you will remember the brutal scene in which a mother and her daughter were raped by a band of soldiers. The African audience hooted, clapped and laughed; their concept of tragedy was obviously very different from our own. I think that this illustrates the problems of evaluating and judging other peoples, their problems, their chosen solutions and their potentials. We employ our own yardsticks. These are the most convenient measures because we are familiar with them; they are formed and tested and based upon our own previous experiences. Yet, there are times when we cannot use our own standards. This is a painful lesson we have all learned.

"Where do the situations such as the ones I have suggested leave me? I take much less for granted. I question not only the attitudes and values with which I have contact here but also our own—those which most of us accept without much thought.

"Thus, Peace Corps service will have deep effects on the individual. Yet, what do these volunteers mean to the United States? Though obviously the effects on the country as a whole will be smaller than those on the individual, there will, nevertheless, be scattered throughout, the US, a group of men and women who have been exposed to and who have worked within other cultures and who will constantly question accepted values in the light of their unique experiences. The Peace Corps Volunteers will form an opinion elite interested in civil rights, area study programs, language instruction and foreign investments. They will bring an unusual level of experience to the discussion of both domestic and foreign problems. The Volunteers will have a knowledge of the magnitude, the complexities and the potential discouragements that are aspects of many problems.

"The intensive and extensive two years of Peace Corps service has and will continue to pay high dividends to both the Volunteer and to the United States."

PEACE CORPS

Washington 25, D.C.

Middlebury College
Middlebury, Vermont

I am pleased to comment about the excellent record of the Middlebury graduates who are now serving in the Peace Corps.

Your emphasis on international involvement has provided an apparent motivation and an excellent foundation for the work which Volunteers are doing. Today graduates or former students of Middlebury are serving, or preparing for service in the developing nations in Africa, Asia and Latin America.

Whether teaching in a university in Nigeria, working in a rural Colombian village, or assisting in a health program in Pakistan--they are effectively bringing their college experience and training to the people whom they serve. Their willingness to face the challenge of Peace Corps service, their enthusiasm and their splendid records can rightly be a source of pride for all alumni of Middlebury College.

Sincerely,

Sargent Shriver

Robert Sargent Shriver, Jr.
Director

CAROLYN PARKS ALLEN, '59, writes from Harar, Ethiopia, that it's difficult for her and her husband to remember their exact reason for joining the Peace Corps. She notes that "as our experience expands, we recognize additional motivations and realize the great need for all we can contribute. Our initial enthusiasm and idealism have been tempered by the knowledge that recognizing a need for change and effecting the change are two different things when one is dealing with a proud, tradition-oriented people."

Continuing, Mrs. Allen comments:

"Most of us in the field have very little feeling of contact with the Peace Corps organization itself. We have not developed a particularly strong group spirit but think of ourselves more as a number of Americans who have been sent to this area to do a job.

"Our assignment, like that of most other African projects, is teaching—in the secondary schools of Ethiopia. My husband and I are stationed with 30 other Volunteers in Harar, a city of between 30,000 and 50,000 people of several tribes. The town is at an elevation of 6,000 feet and is set among lovely hills; we enjoy a fine clear climate that reminds us of Colorado in the summer. This is an ancient walled city, a Moslem island in a primarily Orthodox Christian (Coptic) country. We teach tenth grade English and mathematics at a teacher train-

ing school and as an extra project are in the process of establishing an extension center for Haile Selassie I University.

"In a country of approximately five percent literacy where fewer than one percent of high school age children attend school, there is a tremendous need for teachers, so we feel a significant contribution in helping the school to educate a greater number for the profession. Our students are selected from secondary schools all over the Empire to spend three years in a rigorous training program which will prepare them to be elementary school teachers. In spite of the fact that our pupils are extremely friendly and quite willing students, we face many frustrations. English, the language of instruction, is a second, third, or fourth language for everyone, and their preparation has been poor. The age range in our classes is fantastic—15- to 23-year-olds in the same room. Some Ethiopians do not even enter school until they are 17, and then they race through elementary school in four or five years. It is obvious that we face anything but a homogeneous group.

"The books we use are outdated British texts with concepts and references totally unrelated to this culture. The abstractions and discipline of thought necessary in many of their subjects have been absent from these students' experience, and in addition they have a national tradition of careless learning to overcome. These young people have a hard road ahead of them, in school and afterward, and anything we can offer to lighten their burden and give them encouragement we will gladly give.

"The experience of living in such a foreign culture and sharing ideas with varied people is truly exciting and enriching. One learns that it is not absolutely necessary for life to have Kleenex or fresh milk and that it is not too great a hardship to bathe in a shallow washtub or to do without running water in the dry season. It is quite humbling to realize that even with the education that we Americans have had, there will be little direct and immediate effect of our work here. We have done no more than lay the groundwork for a large task and hope that the work we have begun will be continued. Above all, the experience has intensified my belief that we Americans are the most fortunate people on earth to be citizens of the United States."

JANE EISENHART, '61, a science teacher in Malaya, tells about her experiences with the Peace Corps: "Soon after arriving in Malaya I was posted to Kota Bharu, Kelantan, in the extreme northeastern corner of the country. It is a town of approximately 30,000 inhabitants, about half of whom are Malays and half Chinese, plus a few Indians. The surrounding country produces rice and rubber, the former in small, unmechanized private plots, the latter both on small holdings and on huge estates. Outside the town all this agricultural work is done by the Malays, traditionally a simple, rural and Muslim people. The Chinese are found only in the towns, being mainly shopkeepers and middlemen.

"The school to which I am assigned is a secondary school for girls, having 900 pupils and 40 teachers. I teach General Science, composed of biology, chemistry and physics sections and Health Science, a course which attempts to give some practical applications of the principles of science and medicine. In addition, last year, there was some Physical Education and English Literature thrown in for good measure. The teaching load amounts to something between 26 and 29 hours per week. School meets from 7:30 A.M. to 1:05 P.M. (it's cooler then), Saturday through Wednesday, Friday being the Muslim holy day. The school year is divided into three terms, January–April, May–August, August–December, with the longest holiday of five weeks, during December and January when the monsoon comes.

"On arrival I found many differences between the Malayan schools and what I had experienced in the States. There were a number of attitudes which were modified if not changed, and much to be learned.

"The system of education, as most everything else here, has been strongly influenced by the British, and today parallels closely the educational system in England. The all-important make-or-break qualifying examinations, the difficulty of gaining entrance into a university, the marked respect accorded to teachers (even though she may be a graduate of last year's class) are a direct inheritance from Britain. Along with this system comes a host of new terms and procedures, not to mention pronunciations. The first day at school, having been in the building about half an hour, I was conducted to a classroom and asked to take it over. I was, of course, non-plussed, not having the faintest idea of what to say, nor what to do when the entire class rose and chorused, "Good morning." I didn't even know how to get them seated again.

"The problem of pronunciation was more serious, and, at the same time, more subtle. Americans are, or had been, practically unknown in this country and our accent is difficult for Malayans, particularly school children, to understand at first. I discovered that it is possible to teach months without any appreciable number of pupils understanding anything. Regrettably, they were too shy or polite to mention the fact to me for a long time.

"But I enjoy teaching here. The girls, if shy, are exceedingly courteous and eager to be helpful. In sports and other after school activities they loosen up considerably, joking, asking questions, and always inviting me to visit their homes. Working in the school library, taking educational field trips, going camping with the Girl Guides, etc., gives one an excellent chance to learn a great deal about Malaya and Malayans."

DON CHAULS, '60, is a volunteer in the Philippines. He writes: "Volunteers were sent to the Philippine elementary schools to attempt to upgrade the teaching of English and Science, but—for a variety of reasons—I have been concentrating almost exclusively in Science. I work primarily with the 4th, 5th, and 6th grade teachers, helping them to prepare unit plans and experiments. In addition, twice weekly I hold science content classes for all the teachers (whose science knowledge approximates that of an American 4th grader); and twice weekly I hold science teaching methodology classes, trying to show the teachers that there is an alternative to writing the lesson on the blackboard, then having the children copy and memorize it.

"Lately I have been devoting much of my time to trying to establish fishing classes. Almost all the men in my community are fishermen, but their methods of catching fish are not what they could be. I myself know nothing about fishing, but there are some trained people in the area who do. Unfortunately, communication between those who know and those who need to know has been practically non-existant. Hence these fishing classes.

"Filipinos always think that the major problems volunteers have are a difficulty adapting to the physical problems of life here and homesickness. Actually, neither is too troublesome. Life is made far more difficult for us by the fact that we are trying to change attitudes of people who see no reason for these attitudes to be altered. Try to convince someone that just because a shark was sighted in a certain area in 1926, this doesn't mean that the place is shark-infested. Try to show someone that perhaps there's no relationship between the bus' flat tire and the proximity of the haunted bamboo grove, or between the pregnant woman's seeing of a hare-lip girl and the subsequent birth of her mal-formed child. Try to explain that just because there was considerably less corruption in politics when the Philippines was an American colony than there is now doesn't necessarily mean that the only alternative to the present system is a return to American rule. Try to get a teacher to understand that there's a considerable difference between her having 'covered' a certain concept and the children's understanding of it—and that the

(*Please turn to page* 16)

The Class of 1967

THE competition for membership in the freshman class which entered the College in September was of unexampled keenness, and the Admissions officers were thus able to select a class of young men and women of unusual character and ability.

Although a data sheet cannot reveal the personal and subjective qualities that help determine which applicants are accepted or rejected, we present the following statistics on the Class of 1967 as one way of describing its composition.

General Statistics	*Men*	*Women*	*Total*
Completed applications	1010	1272	2282
Accepted candidates	416	277	693
Enrolled freshmen	224	161	385

Of the 385, 46 women and 27 men made the single application on the Early Decision Plan.

School Background	*Men*	*Women*	*Total*	
Private Schools	107	54	161	42%
Public Schools	117	107	224	58%
Valedictorians	7	18	25	
Salutatorians	11	10	21	

College Board Scholastic Aptitude Test Score Distribution

Verbal	*Applied*	*Accepted*	*Enrolled*
600–800	1069	484	247
500–599	849	195	127
below 500	308	14	11

Mathematical	*Applied*	*Accepted*	*Enrolled*
600–800	1028	435	243
500–599	860	236	116
below 500	339	32	26

Alumni Children	*Men*	*Women*	*Total*
Number of Alumni children who applied	43	38	81
Number of Alumni children accepted	25	31	56
Number of Alumni children enrolled	19	23	42

The Arthur M. Brown Pool, adjacent to the McCullough Gymnasium, was dedicated on Oct. 12 and is now in full use by the College community. The swimming pool is named in honor of Professor Emeritus Brown who retired in 1956 as Director of Athletics after serving as a member of the Middlebury Faculty for thirty-seven years (See Winter 1963 Your Family and Middlebury).

Scholarships for Freshmen

Number of Middlebury College Scholarships . . 53
Total value $65,600
Range of stipends . . $100 to $ 1,600
Number of Freshmen receiving grants from outside organizations 22
(includes two National Merit Scholars)
Total value $17,050
Range of stipends . . $100 to $ 1,800

Advanced Placement Examinations	*Men*	*Women*	*Total*
Number of freshmen taking Examinations	43	31	74
Number of Examinations taken by	59	41	100
Distribution of subjects:			
English	16	21	
Mathematics	8	2	
Languages—Latin	2	3	
French	3	5	
German	1	3	
Spanish	1	1	
Sciences—Chemistry	3	1	
Biology	4	2	
Physics	1	0	
American History	15	3	
European History	5	0	

Rank in class of enrolled freshmen

	Public		*Private*	
	Men	*Women*	*Men*	*Women*
Top quarter	91	102	45	23
Second quarter	20	2	30	21
Third quarter	3	0	22	8
Bottom quarter	0	0	7	0
Not available	2	1	1	4

Geographical distribution of enrolled freshmen (33 states represented)

New England	42%
Middle Atlantic States	38
North Central States	11
Southern States	3
Western and Northwestern States	3

SHALLOW

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1955–56	5,317.50
1956–57	7,975.52
1957–58	16,538.82
1958–59	26,431.74
1959–60	22,741.38
1960–61	72,622.75
1961–62	139,135.73
1962–63	24,633.64

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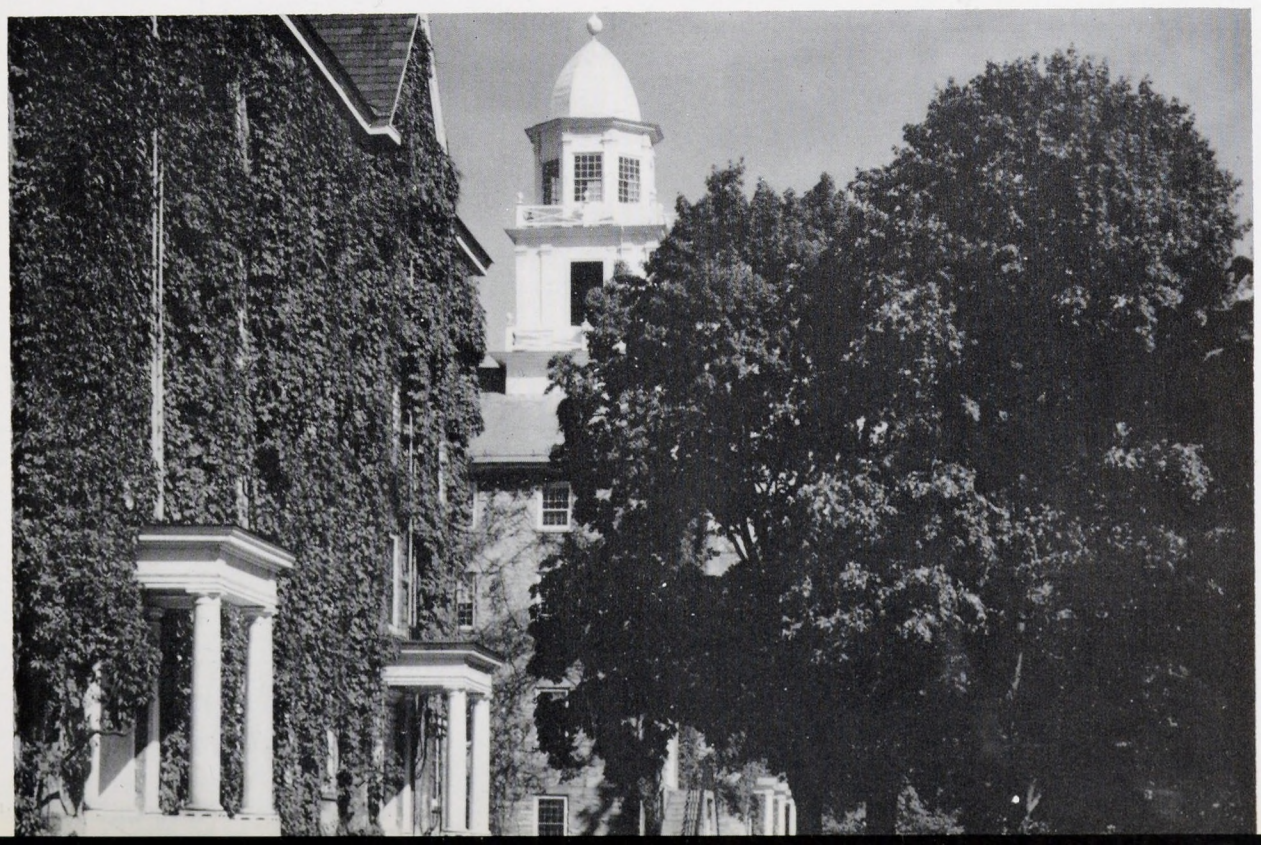

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THE NEW HISTORY CURRICULUM

(*Continued from page 6*)

tory. Thus under "Studies in American History" the Department is currently conducting a course in American Colonial History, the New Deal and World War II, the American National Period, and the Age of Reform 1885–1914. Under studies in European History the Department is offering pro-seminars on the French Revolution, Imperialism, the Diplomacy of the French Second Empire and the Old Colonial System. The Department has the permission of the Faculty to change these areas of concentration from time to time.

Q. *Why are these courses called* Pro-Seminars?

A. The name *Pro-Seminar* was adopted because of the distinctive nature of these courses. They are not true seminars but are intended to lead students to the point where real independent study and the seminar method may be profitably employed. In each of these one-semester courses the student is encouraged to produce an original work involving extensive research in primary source material. However, since the Department felt that few undergraduates have the background to do high level research in areas such as these without some previous instruction, a certain portion of each of these Pro-Seminars is devoted to intensive instruction in discussion form, the reading of standard background material and the development of bibliography in the period. Some former Middlebury students will remember that this was the technique employed a few years ago in the Department's course in American Colonial History.

As a result of the intensive training in research and writing which all History majors receive in their two junior pro-seminars, it was expected that the quality of their work in the preparation of senior theses would be tremendously improved. The Department also felt that for those majors who would complete their Independent Study Program with the ordinary Comprehensive Exam the experience of the two Pro-Seminars in junior year would provide a rewarding experience and a kind of training valuable in almost any sort of future intellectual endeavor.

In order to carry out this Comprehensive Program without extensive re-staffing, the Department eliminated some courses and converted others into Pro-Seminars.

The Department has been particularly fortunate in being able to staff these courses. Miss Ann Pottinger, who joined us last year, is a Doctor of Philosophy from Radcliffe and an expert in French History. Dr. Charles K. Warner, who has just returned from a leave of absence, has just completed a two-volume textbook in European Intellectual History. Mr. McKim Steele, who is completing his doctoral dissertation at Columbia on North African History, specializes in both Modern European and African History and Mr. Robert Martin, now completing his graduate work at Harvard in Colonial History is assisting in the American History Pro-Seminars. All the members of the Department as well as Dr. Donald Campbell, the Director of Teacher Training, carry a considerable load in advising the increased numbers of seniors doing Senior Thesis work and Honors Theses.

Q. *Has the program been a success?*

A. Since the seniors graduating in History in 1964 will be the first ones who have completed the last two years of the program, it is too soon to make a final evaluation. However, it would seem that this year's seniors got a great deal out of their junior year program last year. Some indication of the success of the program may be derived from the fact that 15 out of 32 senior majors in History qualified and desired to write a Senior Thesis as their Senior Independent Study Program. Also for the first time in a number of years all seniors qualified to do Honors work in the Department elected to do so. We are keeping a very careful eye on the program and will continue to evaluate it and make changes as they seem necessary.

Q. *Does the Department have any other plans for the near future?*

A. At present the Department has started a series of meetings to deal with area courses which lie between the specialized Pro-Seminars and senior work on the one hand and the new kind of introductory courses on the other hand. We have already established a course in African History which has been met with considerable enthusiasm. We will in the course of this year plan other offerings in other areas and seek particularly to meet the needs for cognate courses of use to other Departments. Thus we will study the desirability of developing a course or courses in Economic History, more courses in English History, more courses in non-Western studies, in Diplomatic History and in other areas yet to be explored. We feel very strongly that this process of exploration and evaluation must be a continuing one in order to meet the changing needs of students and to make the best possible use of the changing talents of particular faculty members.

MIDDLEBURY IN THE PEACE CORPS

(*Continued from page 11*)

latter is more important than the former. Try to convince the teachers that the school should construct a water-seal toilet not because the Amerikano happens to like it, but because it's healthier for the children.

"The list is endless. So many attitudes which an American thinks he was almost born with are incomprehensible here. We each may attack this problem from different angles, but this is the real job of any Peace Corps Volunteer here."

MIDDLEBURY alumni joining with the other volunteers in various social, education and economic programs in the developing nations of the world represent the important lessons of the Peace Corps. They have shown the world that they can tackle tough jobs.